

YEAR 1 Spring 1 Termly Overview

WEEK	ONE 6.1.25 (4 days)	TWO 13.1.25	THREE 20.1.25	FOUR 27.1.25	FIVE 3.2.25	SIX 10.2.25
Thinking like an writer...	Immersion day - Handa's Surprise Predictions, Read story, re-tell with action	Retelling and sequencing the story.	Past tense verbs, sentences to re-tell parts of story	Writing the story	Editing and improving the story.	Publish the story
Thinking like a mathematician...	Place value (within 20) Step 1 – count within 20 Step 2 – Understand 10 Step 3 – Understand 11, 12, 13 Step 4 – Understand 14, 15, 16	Step 5 – Understand 17, 18, 19 Step 6 – Understand 20 Step 7 1 more and 1 less Step 8 – The number line to 20	Step 9 – Use a number line to 20 Step 10 0 Estimate on a numberline to 20 Step 11 – Compare numbers to 20 Steps 12 – Order numbers to 20	Addition and subtraction (within 20) Step 1 - Add by counting on within 20 Step 2 – Add ones using number bonds Step 3 – Find and make number bonds to 20 Step 4 - Doubles	Step 5 – Near doubles Step 6 – Subtract ones using number bonds Step 7 – Subtraction – counting back Step 8 – Subtraction – finding the difference	Step 9 – Related facts Step 10 – Missing number problems
Thinking like a scientist... Imagine if Earth didn't have different weather.	How many seasons are there?	What changes take place in Autumn?	What changes take place in Winter?	What changes take place in Spring?	What changes take place in Summer?	How can we measure rainfall?
Thinking like a geographer... Imagine if Earth didn't have seasons.	What is the order of the months and seasons?	What is the difference between the seasons? What clues are there to show which season we are in?	What types of clothing are worn in different seasons?	What types of weather do we have in the United Kingdom and how can we record the daily weather in our area?	What does our weather diary tell us? What impact does the weather have on our activities?	How does the weather affect different jobs?
Thinking like a designer... Imagine if we could make our own healthy snacks.		Project: Make a tasty fruit salad for me to eat. What makes a good fruit salad?	How do I use a knife safely?	How do I prepare food safely? (hygiene)	2x sessions Design and make a fruit salad (choose fruits, prepare and eat) Evaluate How would I make my fruit salad differently?	
Thinking like a computer scientist... Imagine if I could design a game for others to play.		Scratch Can I design my own maze game?	How do I add features to a programme to create a challenging maze game?	What code do I need to add to complete my friend's maze game?	How can I improve my maze game?	How well does my maze game work?

YEAR 1 Spring 1 Termly Overview

<p>PHSE What rules are; caring for others' needs; looking after the environment</p>	<p>What rules do we follow in different environments?</p>	<p>What needs to different people have?</p>	<p>Association lesson 1: How can we care for the environment and why is this important?</p>	<p>Association lesson 2: What are some of the jobs people do to protect the environment?</p>	<p>Lyfta: What can we tell about the work Rob does? https://teacher.lyfta.com/search/lyfta-lessons/previews/693</p>	<p>Lyfta: What does Rob do with the plastic he finds and is this the best use of it? https://teacher.lyfta.com/search/lyfta-lessons/previews/693</p>
<p>RE -Christianity Jesus as a friend Was it always easy for Jesus to show friendship?</p>		<p>What does a good friend do?</p>	<p>Was it always easy for Jesus to show friendship? Story of Zacchaeus (Luke 19:1-9): Jesus showing friendship to someone who was isolated and unpopular.</p>	<p>Was it always easy for Jesus to show friendship? Stilling the Storm (Luke 8: 22-25) Jesus taking care of His friends during a dangerous time.</p>	<p>Was it always easy for Jesus to show friendship? Mary, Martha and Lazarus (Luke 10: 38-41) - Jesus spending time with His friends at their home.</p>	<p>When was it easiest and hardest for Jesus to show friendship?</p>
<p>Thinking like a musician...</p>	<p>Step 1 - In The Groove – Joanna Mangona How Blue Can You Get - B.B. King a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song In The Groove Sing the song</p>	<p>Step 2 - In The Groove – Joanna Mangona How Blue Can You Get - B.B. King a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove d. Play instrumental parts Sing the song and play instrumental parts within the song</p>	<p>Step 3 - In The Groove – Joanna Mangona Livin' La Vida Loca - Ricky Martin a. Warm-up Games b . Flexible Games (optional) c. Sing the song In The Groove d. Play instrumental parts e. Improvise (optional extension activities for improvisation) Sing the song and improvise using voices and/or instruments within the song</p>	<p>Step 4 - In The Groove – Joanna Mangona Jai Ho - J.R. Rahman a. Warm-up Games b . Flexible Games (optional) c. Sing the song In The Groove d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Compose Sing the song and perform composition(s) within the song</p>	<p>Step 5 - In The Groove – Joanna Mangona Lord Of The Dance - Ronan Hardiman a. Warm-up Games b . Flexible Games (optional) c. Sing the song In The Groove d. Play instrumental parts e. Improvise option (optional extension) Choose what you perform today. Start to prepare for the end-of-unit performance</p>	<p>Step 6 - In The Groove – Joanna Mangona Diggin' On James Brown - Tower of Power a. Warm-up Games b. Flexible Games (optional) c. Sing the song In The Groove d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Improvise option (optional extension activities for improvisation) . Play your composition(s) within the song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance Prepare for the end-of-unit performance</p>

YEAR 1 Spring 1 Termly Overview

PE 1 – Getset invasion games	To understand the role of defenders and attackers.	To recognise who to pass to and why.	To move towards goal with the ball.	To support a team mate when playing in attack.	To move into space showing an awareness of defenders.	To stay with a player when defending.
PE 2 – Getset gymnastics	To explore travelling movements.	To develop quality when performing and linking shapes.	To develop stability and control when performing balances.	To develop technique and control when performing shape jumps.	To develop technique in barrel, straight and forward roll.	To link gymnastic actions to create a sequence.
Guided Reading			Fluency in Five	Fluency in Five	Fluency in Five	Fluency in Five
Outdoor Learning opportunities and trips	Forest school – trees (black paper and chalk pastels – winter pictures to link to science learning about seasonal changes.		Forest School – Tying knots and creation station		Forest School - Tying knots and creation station. Seasons and the weather	